

Kentucky Department of Education  
Science Adoption 2008-2014

Provided by the Publisher

ISBN - <b>9780785436249</b>		Publisher - <b>Pearson Education Inc. publishing as Pearson AGS Globe</b>	
<b>AGS Physical Science, Student Edition</b>			
Type - P1	Author - Marshall, Jacobs		
Copyright - 2004	Edition - 4th	Readability -	Grades 3, 4
Course - Physical Science		Grade(s) -	6, 7, 8, 9, 10, 11, 12
Teacher Edition ISBN if applicable		9780785436256	

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**Overall Recommendation:**

☒ **Recommended as Basal**

**Overall Strengths, Weaknesses, Comments:**

**Strengths-**

1. This basal is designed for the remedial students, special need students, very easy to read, high interest/low reading level.
2. Materials support the text and are easy to use.
3. Materials for labs and activities are easy to obtain.
4. Text has a controlled vocabulary.

**Weaknesses-**

1. Too easy for the average student.
2. Textbook is not designed for the higher level student.

**CRITERIA**

This basal resource ...

**A. Encompasses KY Content Standards & Grade Level Expectations**

- ☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

☐ Text is designed to be used in an elective course outside the Program of Studies

**1) Includes the 7 Big Ideas of science to the following extent:**

- |   |   |
|---|---|
| a) Structure and Transformation of Matter | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| b) Motion and Forces                      | <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| c) The Earth and the Universe             | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| d) Unity and Diversity                    | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| e) Biological Change                      | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| f) Energy Transformation                  | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Little <input type="checkbox"/> N/A |
| g) Interdependence                        | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |

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2) Addresses content-specific enduring understandings from the related Program of Studies standards. ☐ Strong ☒ Moderate ☐ Little ☐ N/A

3) Addresses content-specific skills and concepts from the related Program of Studies standards. ☐ Strong ☐ Moderate ☒ Little ☐ N/A

4) Content addressed is current, relevant and non-trivial ☐ Strong ☒ Moderate ☐ Little ☐ N/A

5) Provides opportunities for critical thinking/reasoning ☐ Strong ☐ Moderate ☒ Little ☐ N/A

6) Strengths, Weaknesses, Comments:

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

Strengths-

1. Readability level 3-4 th grade.
2. Short concise lessons, easy to read.
3. Materials for experiments easy to find.

Weaknesses-

1. Real-life applications limited.
2. Limited information about transfer of energy.
3. Limited inquiry.

**B. Functionality & Suitability**

☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

1) Suitability ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) Content quality ☐ Strong ☒ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) Connections to Literacy

*Note: may apply to either student or teacher editions*

☒ Strong ☐ Moderate ☐ Little

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities

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- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

**4) Connections to Technology**

☐ Strong ☐ Moderate ☒ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

**5) Support for Diverse Learners**

☐ Strong ☒ Moderate ☐ Little

- Provides support for ESL students
  - Provides support for differentiation of instruction in diverse classrooms
- Note: may apply only to teacher edition*

**6) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

**Strengths-**

1. Provides activities for students with special needs.
2. Uses a variety of learning styles.
3. Low readability level/high interest.

**Weaknesses-**

1. Limited use of technology.
2. Not geared toward more advanced learners.

**C. Supports Inquiry and Skill Development**

☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Promotes Inquiry, research and Application of Learning**

☐ Strong ☒ Moderate ☒ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.

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- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

*Note: may apply to either teacher or student edition*

**2) Skill Development**

☐ Strong ☐ Moderate ☒ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

**Strengths-**

1. Simple experiments- Not many materials required.

**Weaknesses-**

1. Limited on extensions and real-life applications.
2. Activities for inquiry are located on the teacher resource CD

**D. Supports Best Practices of Teaching and Learning**

☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

**1) Engages Students**

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

*Note: may apply to either teacher or student edition*

**2) Uses Assessment to Inform Instruction**

☒ Strong ☐ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

**Strengths-**

1. Text is designed for lower level learners, remedial students, etc.

**Weaknesses-**

1. To easy for average student.

**E. Has an Organization/ Format that Supports Learning and Teaching**

- ☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Organizational Quality**

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

**2) Essential Components (beyond student and teacher text)**

☐ Strong ☒ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

**Strengths-**

1. Teacher addition- Planning guide for each chapter
2. Student addition- Chapter objectives, concept maps, short introduction for each chapter.
3. Teacher resource library CD- Activities, labs, worksheets, workbook, test, also a pronunciation function for students with low vocabulary.

**Weaknesses-**

1. To easy for the average student.

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**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

- ☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

**Strength-**

1. CD Teacher Resource Library very easy to use.

**Weaknesses**

1. Materials are very elementary.